

Text Types in Arabic

For Students of
Arabic Continuers and Extension Stage 6

Contents

A guide for Years 11-12 students

How to use this guide

Introduction

Kinds of writing

Planning a writing task

Writing a text

Text types

Article

Conversation - dialogue

Conversation - telephone

Description

Diary/journal entry

Email/fax

Essay

Letter - formal

Letter - informal

Message/note

Narrative account

Personal profile

Postcard

Recount

Report – factual

Speech/talk

Linking words and connecting expressions

Practice questions

ACKNOWLEDGEMENTS

Project Team

Nina Conomos
Julie Flynn
Evelyn Mark
Sana Zreika

Writer

Sally Harb

Editor

Copyright, NSW Department of Education and Training 2007, Languages Unit, Curriculum K-12 Directorate

Restricted Waiver of Copyright

The reproduction and communication of material in this publication is subject to a restricted waiver of copyright to allow the user or purchaser to make copies of the material in the publication for use within a school, subject to the conditions below:

- All reproduction and communications of this material shall be made without alteration or abridgement and must retain acknowledgement of the copyright.
- The school shall not sell, hire or otherwise derive revenue from copies of the material, neither communicate nor distribute copies of the material for any other purpose.
- The restricted waiver of copyright is not transferable and may be withdrawn in the case of breach of any of these conditions.

SCIS

ISBN

A guide for Years 11-12 students

This guide aims to help Years 11-12 students of Arabic to meet the demands of the written tasks in the Arabic Continuers and Extension courses. By using this guide, students will be able to develop and refine their writing skills, as well as some oral skills, and produce oral and written texts to a fair degree of proficiency.

Arabic is unique

At some stage in their learning of English student will, have written a letter, postcard, email, essay etc. *Text Types in Arabic* demonstrates that language use in Arabic is sometimes different from English or other languages. Many expressions and styles vary- for example, the lack of direct address for a diary entry, as in Arabic a diary entry should always start with at least the date, or the day and the date. "Dear Diary" is an English concept and should not be included in the writing of an Arabic diary entry.

It is particularly important to maintain authenticity and culturally accurate style and tone. Therefore, all text types, formal or informal, should follow certain guidelines and linguistic features.

:

.

.

"Yours Sincerely"

.

))

.

.((

:

."Hopefully"

((

))

"Best of luck"

((

))

How to use this guide

As in English, text types in Arabic require significant features of content, language use, register, style and layout. It is necessary for Years 11 and 12 students to comprehend and master these features to improve the quality of their writing. *Text Types in Arabic* outlines and provides details of all these features as well as the following:

- Text analysis with a focus on purpose, structure and identifiable language features
- Examples of a typical task requirement with an annotated corresponding response
- A variety of suggested vocabulary, supporting sentences and appropriate phrases which can be used to start, continue and end specific texts
- List of connecting words and expressions which will assist students in linking their ideas as well as paragraphs to produce cohesive and coherent texts
- Writing questions for practice, based on the three themes of the Continuers course (*The Individual, The Arabic Speaking Communities, and The Changing World*) as well as the prescribed theme in Arabic Extension *The Individual and Contemporary Society*.

The specific characteristics of each text type are presented through general definitions and purposes, layout and structure, linguistic features, an example of a typical task requirement and a corresponding sample answer.

General definition and purpose ()

For each text type students will find a general description of the text type and its purpose(s), context and intended audience.

Layout and structure ()

In this section, students will find a sample layout of the text type with suggestions for appropriate content and paragraph structure, including highlights of the most significant format features which identify the particular text type, for example, stating the day and date at the beginning of a text indicates a diary entry while a direct form of address indicates the beginning of a letter or an email.

Linguistic features ()

Students will find this section very useful as it will outline the particular linguistic features of each text type. They will find out about such aspects of language as the right verb form or tense. Also, a wide range of useful vocabulary, standard and common Arabic expressions, phrases, helpful sentence beginnings and endings and much more are given as suggestions.

Typical task ()

For each text type, students will find a task requirement. Learning how to read and understand a task requirement is very important as this is often made up of several components, which need to be appropriately addressed. Students should fully comprehend what the question is asking of them and always ensure that all of its requirements are met.

Sample answer ()

Students are provided with an annotated sample of a corresponding response to the task given. The sample answer will represent a high quality response, based on the HSC marking guidelines provided by the Board of Studies.

Introduction

In the Higher School Certificate Arabic Continuers and Extension courses, students are required to be familiar with a range of text types. They are required to produce such text types in writing which are appropriate to a range of contexts, purposes and audiences. Therefore, they are expected to be familiar with and be able to produce the following five kinds of writing:

- Personal
- Imaginative
- Persuasive
- Informative
- Evaluative

Students of Stage 6 Arabic Continuers are expected to produce the following text types in their **external examination**.

Conversation

Description

Diary entry

Email/fax /

Informal letter

Message/note

Narrative account

Personal profile

Postcard

Recount

Report

Speech/ script of a talk

In addition to the above text types, students of Arabic Extension are expected to be able to produce the following text types in the **external examination**:

Article

Formal letter

Monologue- oral exposition

Script of conversation

Short essay

Types of writing

In order to produce a good piece of writing, it is important to consider the following:

- the kind of writing required
- the text type required
- the topic or theme the task is based on
- the register required: formal/informal
- whether you should indicate your own point of view or remain neutral

Personal Writing

Personal writing involves the writer and his/her own experiences. It nearly always employs first person "I" and/or second person "you". Therefore, it is subjective, informal, and uses familiar style/register. In addition, it often includes emotive language. It emphasises ideas, opinions, feelings, memories, reflections and impressions rather than facts.

In personal writing, it is quite appropriate to use a simple, everyday style with some common expressions. It must be noted that the use of informal and everyday language is by no means an invitation to use dialect. Though the register, word choice and syntax may vary, depending on the audience, the text to be written **MUST** always be in MODERN STANDARD ARABIC.

Text types suitable for personal writing are:

Conversation

Description

Diary entry

Email

Informal letter

Message/note

Narrative account

Postcard

Imaginative Writing

Imaginative writing requires students to form an image in the mind and be able to use it to describe people, places, emotions, atmosphere, etc. It uses techniques such as imagery devices (metaphors, similes, personification, etc) and variation in sentence length. It may vary widely in style according to what seems appropriate for the content of the task. It may break normal sequencing of events in order to add impact, such as in a flashback or reflection on past experiences.

Text types suitable for imaginative writing are:

Conversation

Diary entry

Email

Informal letter

Persuasive Writing

In a persuasive text, students must attempt to manipulate the reader's emotions and opinions in order to achieve a specific aim. The writer is required to persuade the reader to do something or that his/her point of view is more valid than the reader's existing one. The text must appeal to the reader's emotions and needs.

Language is extremely important in persuasive texts. Such writings require careful choice of words and a range of vocabulary appropriate to the content. Exaggeration, humour and/or comparison are used to attract the reader, depending on the subject. The second person "You" is the standard form of address as it involves and engages the reader. Direct speech and questions are also used to strengthen the relationship with the audience.

Text types suitable for persuasive writing are:

Article

Essay

Speech

Informative Writing

Informative writing is factual and objective. It presents facts and news. It may also use quotations, references, examples, explanations and statistics. Here, the writer must be unbiased and impersonal. There is usually no point of view to convey, nor is there any judgment, evaluation or persuasion.

The information is presented clearly and directly with a logical and predictable sequencing of information. There is limited use of figures of speech, such as similes and metaphors and very little evidence of adjectives or adverbs.

Text types suitable for informative writing are:

Article

Formal letter

Informal letter

Message/note

Personal profile

Recount

Report

Evaluative Writing

Evaluative writing aims to reach a conclusion through a logical and balanced presentation of information. It also presents an objective discussion of facts and ideas. It must define, present and explain an issue and use evidence to support the differing sides.

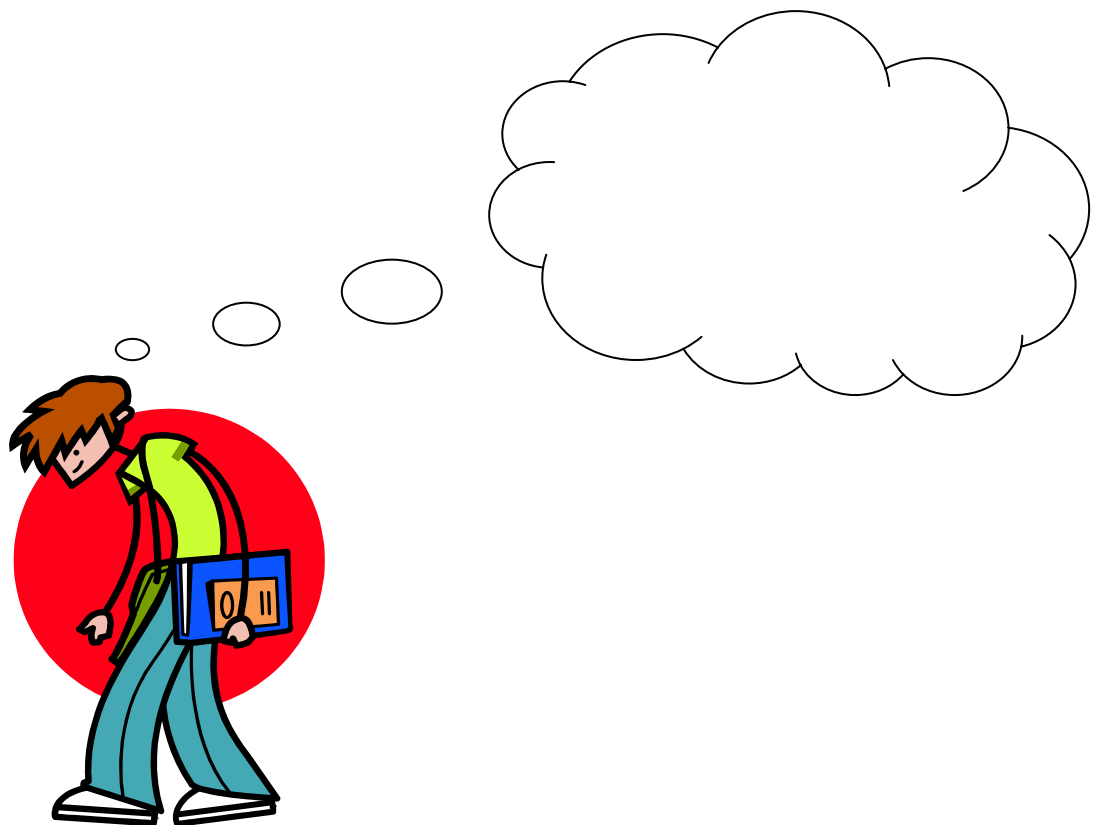
The language must convey an objective approach to the issue through the use of expressions of cause, consequence, etc.

Text types suitable for evaluative writing are:

Article

Essay

Report



Planning a writing task



Students should always plan their writing of texts. As different kinds of writings have different requirements, planning would differ from text to text. Some texts are more difficult to write than others, for example a formal letter is more difficult than a message and a personal email is much easier than a feature article. Therefore, planning well simplifies the writing process and improves the quality of the intended text, regardless of its degree of difficulty.

The first step in planning your task should be addressing the following questions:

1. Which text type will I be writing?
Diary entry? Letter? Message? Report? Speech?
2. What kind of writing will be required?
Evaluative? Imaginative? Informative? Personal? Persuasive?
3. What is the purpose of the task?
*To analyse? To apologise? To encourage? To entertain? To evaluate?
To explain? To inform? To persuade? To present? To reflect upon?*
4. Who is the audience for my writing?
Females? Friends? Migrants? Parents? Students?
5. What is my role as the author?
Writer? Narrator? Speaker? Reporter?
6. Which person will I be using?
First? Second? Third?
7. Which voice will I use?
Active? Passive?
8. Which verb tense will I use?
Past? Present? Both?

Writing a text



When writing a particular text, students should follow the suggestions below:

1. Underline or highlight the key terms in the phrasing of the question.
2. Brainstorm ideas which correspond to the requirements of the question as well as the key terms
3. Construct the layout of the text including :
 - a. Introduction
 - b. Main body
 - c. Conclusion /

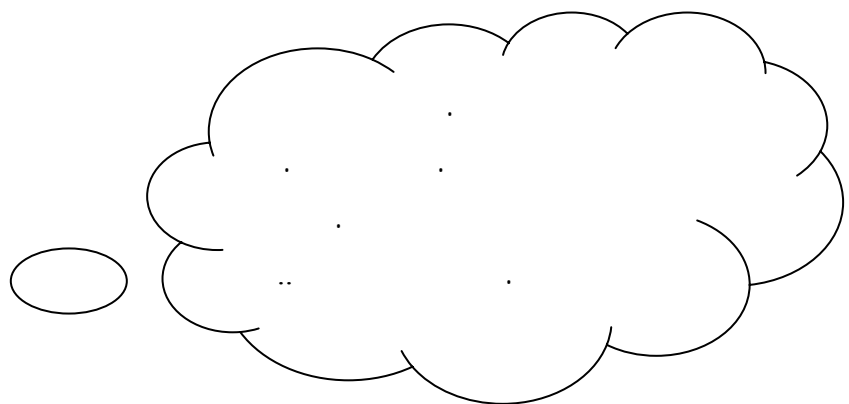
These are in addition to other features of the particular text type, for example, the salutation at the beginning of a speech and the signature at the bottom of a letter.

In the **introduction**, you briefly mention the subject matter. The topic must be clearly stated and the key ideas briefly outlined. The constituents of the introduction may vary according to the text type. In a speech, for example, you may introduce the topic through a rhetorical question whereas in a diary entry you may reveal it through an exclamatory phrase.

In the **main body**, write and elaborate on the ideas mentioned in the introduction. Depending on the kind of writing, you may describe and explain the main ideas in imaginative and/or personal writings, provide justifications and evidence to support your argument in persuasive and/or evaluative writings, or provide details of the main points in an informative piece of writing. This part must almost always be divided into separate paragraphs, where each new paragraph introduces and deals with a new idea or point. Also each paragraph should contain a **topic sentence** which introduces or summarises the key

idea in the paragraph. Depending on the text type and kind of writing the topic sentence may appear either at the beginning or the end of the paragraph.

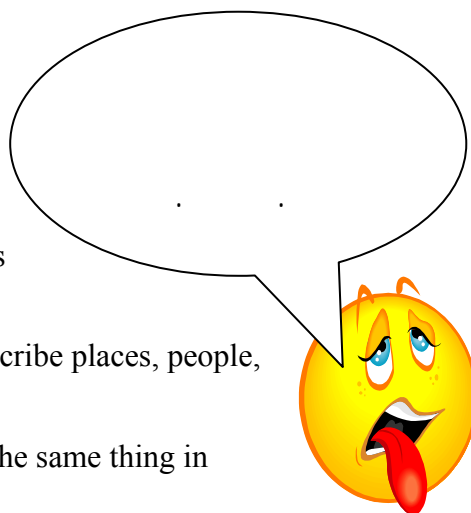
In the conclusion, wind up the text with either a summary of the main points, a presentation of your final statement, or reinforcement or reminder of the purpose of the task through requesting, urging, or any other tools of persuasion.



HINTS

Always remember:

- Keep to one or two tenses throughout the text
- Do not repeat words, but use a variety of nouns, verbs and sentence structures
- Use a variety of adjectives and adverbs when you describe places, people, feelings, etc.
- Do not be brief in explaining an idea, but do not say the same thing in different ways
- Use linking words and connecting phrases to make your piece of writing run smoothly and correlate your ideas
- Punctuate the entire text for maximum effect, using commas, full stops, question marks, exclamation marks, etc.
- Use single brackets to identify proper nouns or double brackets to identify common expressions and proverbs or a quotation
- Avoid writing و or أو on their own at the end of the line. Although it is grammatically acceptable, it is not preferred because they are not meaningful words
- Give your text an appropriate title if applicable
- Avoid dialect, colloquial language and Anglicism
- Continually make sure that what you are writing relates to the task
- Always use the word limit provided as a guide of how much you need to write. Do not exceed the limit by too much to avoid errors or the possibility of deviating from the main ideas of the task. By the same token, do not write too little as you may not satisfactorily meet all the requirements of the task
- Write neatly and legibly with clear paragraphing of all the different parts of the text
- At the end of the writing process, read the text and edit it if necessary, ensuring that you have addressed the highlighted or underlined ideas and that you have answered the question as appropriately, thoroughly and accurately as possible
- In an examination situation or in class assessment tasks, keep track of time and do not invest time on one piece of writing at the expense of another. Use the guidelines provided for each task effectively.



Conversation

.

.

:

:

●

.

-

.

-

●

.

-

.

-

●

.

-

.

-

●

.

-

.

-

()

.

·
·

·
·

..... ·
..... ·
..... ·
..... ·
..... ·
..... ·
..... ·
..... ·

·
·

·

·
·

·
·

·

—

—

!

—

·
·

·

—

(fillers) ●

:

. -

-

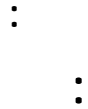
-

-

-

! -

! -





: :
:

You ring your best friend to convince him/her to come and watch a soccer game tomorrow afternoon. Write the script of the telephone conversation that took place between the two of you.

| | |
|--|--|
| | |
|--|--|

1. $\frac{1}{2}$

2. $\frac{1}{2}$

3. $\frac{1}{2}$

4. $\frac{1}{2}$

5. $\frac{1}{2}$

6. $\frac{1}{2}$

7. $\frac{1}{2}$

8. $\frac{1}{2}$

9. $\frac{1}{2}$

10. $\frac{1}{2}$

11. $\frac{1}{2}$

12. $\frac{1}{2}$

13. $\frac{1}{2}$

14. $\frac{1}{2}$

15. $\frac{1}{2}$

16. $\frac{1}{2}$

17. $\frac{1}{2}$

18. $\frac{1}{2}$

19. $\frac{1}{2}$

20. $\frac{1}{2}$

21. $\frac{1}{2}$

22. $\frac{1}{2}$

23. $\frac{1}{2}$

24. $\frac{1}{2}$

25. $\frac{1}{2}$

26. $\frac{1}{2}$

27. $\frac{1}{2}$

28. $\frac{1}{2}$

29. $\frac{1}{2}$

30. $\frac{1}{2}$

31. $\frac{1}{2}$

32. $\frac{1}{2}$

33. $\frac{1}{2}$

34. $\frac{1}{2}$

35. $\frac{1}{2}$

36. $\frac{1}{2}$

37. $\frac{1}{2}$

38. $\frac{1}{2}$

39. $\frac{1}{2}$

40. $\frac{1}{2}$

41. $\frac{1}{2}$

42. $\frac{1}{2}$

43. $\frac{1}{2}$

44. $\frac{1}{2}$

45. $\frac{1}{2}$

46. $\frac{1}{2}$

47. $\frac{1}{2}$

48. $\frac{1}{2}$

49. $\frac{1}{2}$

50. $\frac{1}{2}$

51. $\frac{1}{2}$

52. $\frac{1}{2}$

53. $\frac{1}{2}$

54. $\frac{1}{2}$

55. $\frac{1}{2}$

56. $\frac{1}{2}$

57. $\frac{1}{2}$

58. $\frac{1}{2}$

59. $\frac{1}{2}$

60. $\frac{1}{2}$

61. $\frac{1}{2}$

62. $\frac{1}{2}$

63. $\frac{1}{2}$

64. $\frac{1}{2}$

65. $\frac{1}{2}$

66. $\frac{1}{2}$

67. $\frac{1}{2}$

68. $\frac{1}{2}$

69. $\frac{1}{2}$

70. $\frac{1}{2}$

71. $\frac{1}{2}$

72. $\frac{1}{2}$

73. $\frac{1}{2}$

74. $\frac{1}{2}$

75. $\frac{1}{2}$

76. $\frac{1}{2}$

77. $\frac{1}{2}$

78. $\frac{1}{2}$

79. $\frac{1}{2}$

80. $\frac{1}{2}$

81. $\frac{1}{2}$

82. $\frac{1}{2}$

83. $\frac{1}{2}$

84. $\frac{1}{2}$

85. $\frac{1}{2}$

86. $\frac{1}{2}$

87. $\frac{1}{2}$

88. $\frac{1}{2}$

89. $\frac{1}{2}$

90. $\frac{1}{2}$

91. $\frac{1}{2}$

92. $\frac{1}{2}$

93. $\frac{1}{2}$

94. $\frac{1}{2}$

95. $\frac{1}{2}$

96. $\frac{1}{2}$

97. $\frac{1}{2}$

98. $\frac{1}{2}$

99. $\frac{1}{2}$

100. $\frac{1}{2}$

Description

●

●

/

•

—

—

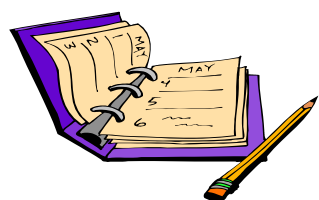
—

:

You attended your favourite singer's concert last week. Write a description of this unique experience.

| | |
|----------|---|
| <p>:</p> | <p>:</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>() ()</p> <p>()</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>!</p> |
|----------|---|

Diary entry



:

:

.

.

:

"Dear Diary"

.

:

“(a new date for every new entry)”

:

()

•

.

.

.

:

!

!

!

!

:

()

•

.

.

.

| | | | | |
|---|---|---|---|---|
| | . | (|) | - |
| . | (|) | | - |
| : | | | | • |
| | | | | - |
| ! | | | | - |
| | : | | | • |
| | | ! | | - |
| | | ! | | - |
| | | ! | | - |
| | | | | - |

You have just returned from your best friend's eighteenth birthday party. You did not enjoy it at all. Write a diary entry reflecting on the event.

| | |
|-----|---|
| | : |
| () | . |
| | . |
| | ! |
| () | ! |
| | . |
| () | . |
| | . |
| : | ! |
| | ! |
| | ! |
| | . |

E-Mail/Fax

()

.

.

:

:

.

:

.

:

—

Write an email to your friend inviting him/her to your new house for a small party with some of your other friends.

[illegible]



:

:

:

—

:

—

:

:

:

—

:

—

:

:

:

.

—

—

.

.

.

:

:

.

—

.

—

⋮

—

—

⋮

⋮

⋮

●

—

—

⋮

●

.

—

.

—

.

—

⋮

●

.

—

—

.

You read in a newspaper about an advertised position at a tutoring college. Write a fax to the college director requesting details of the advertised position.

| | |
|-------------------------|---------------------------------|
| | <p> \vdots </p> |
| | <p> (\quad) </p> |
| <p> $:$ </p> | <p> (\quad) </p> |
| | <p> $.$ </p> |
| <p> $:$ </p> | <p> $.$ </p> |
| | <p> $.$ </p> |
| <p> $:$ </p> | <p> $.$ </p> |
| | <p> $.$ </p> |
| | <p> $.$ </p> |

Informal letter



()

.

:

()

:

:

//

—

//

—

:

:

:

—

:

—

:

—

:

.

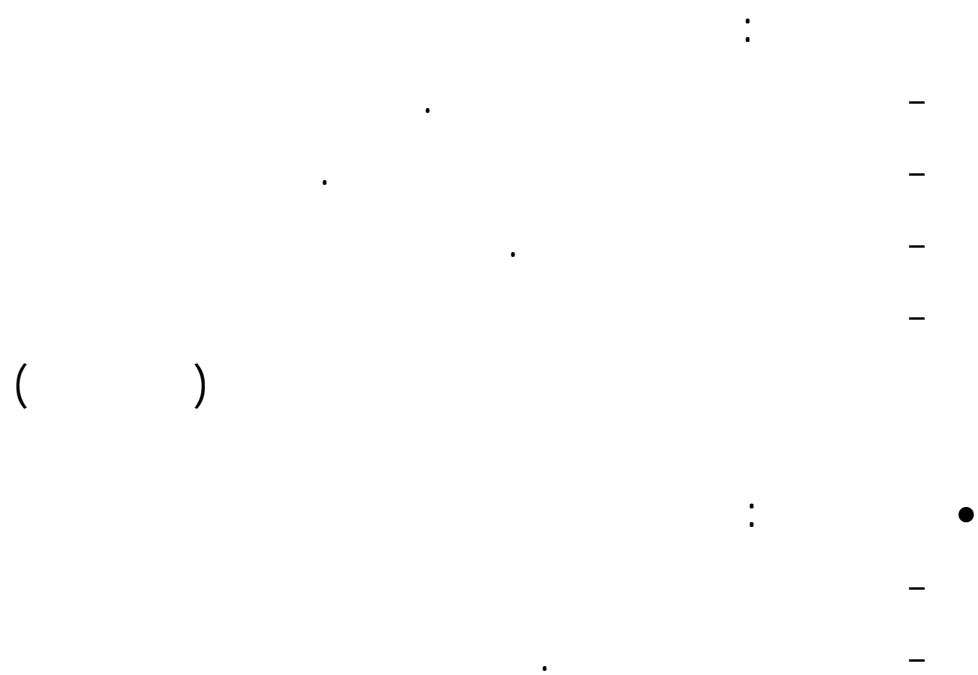
.

—

.

—

:



[illegible]

Message/Note



.

:

:

:

:

:

—

—

—

:

.

:

.

—

.

—

.

—



:

:

.

.

—

.

.

—

.

—

.

.

.

.

.

.

.

●

.

—

.

—

.

—

.

.

●

.

—

.

—

.

—

.

.

●

—

.

—

.

—

.

You received a telephone call from your brother's work informing you that he has had an injury at work. You leave home immediately and write a note to your parents regarding the matter.

[illegible]

Narrative account

climax

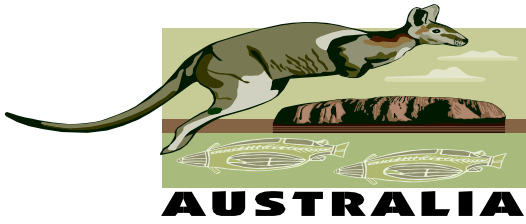
You meet your aunt who has just arrived in Australia, for the first time. Your visit to her surprises you. Write a narrative account of this visit.

| | |
|--|---|
| | <p>.</p> <p>.</p> <p>.</p> <p>(())</p> <p>.</p> <p>:</p> <p>.</p> <p>(())</p> <p>(())</p> <p>.</p> <p>:</p> <p>:</p> <p>(())</p> <p>((.</p> |
|--|---|

Personal Profile

[illegible]

Post card



[illegible]

Recount

Report



⋮

.

.

.

⋮

⋮

●

—

.

—

.

⋮

●

—

—

.

⋮

●

—

.

—

.

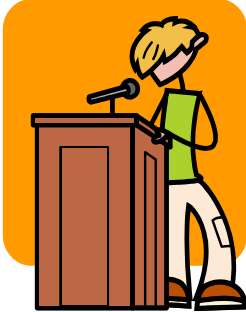
—

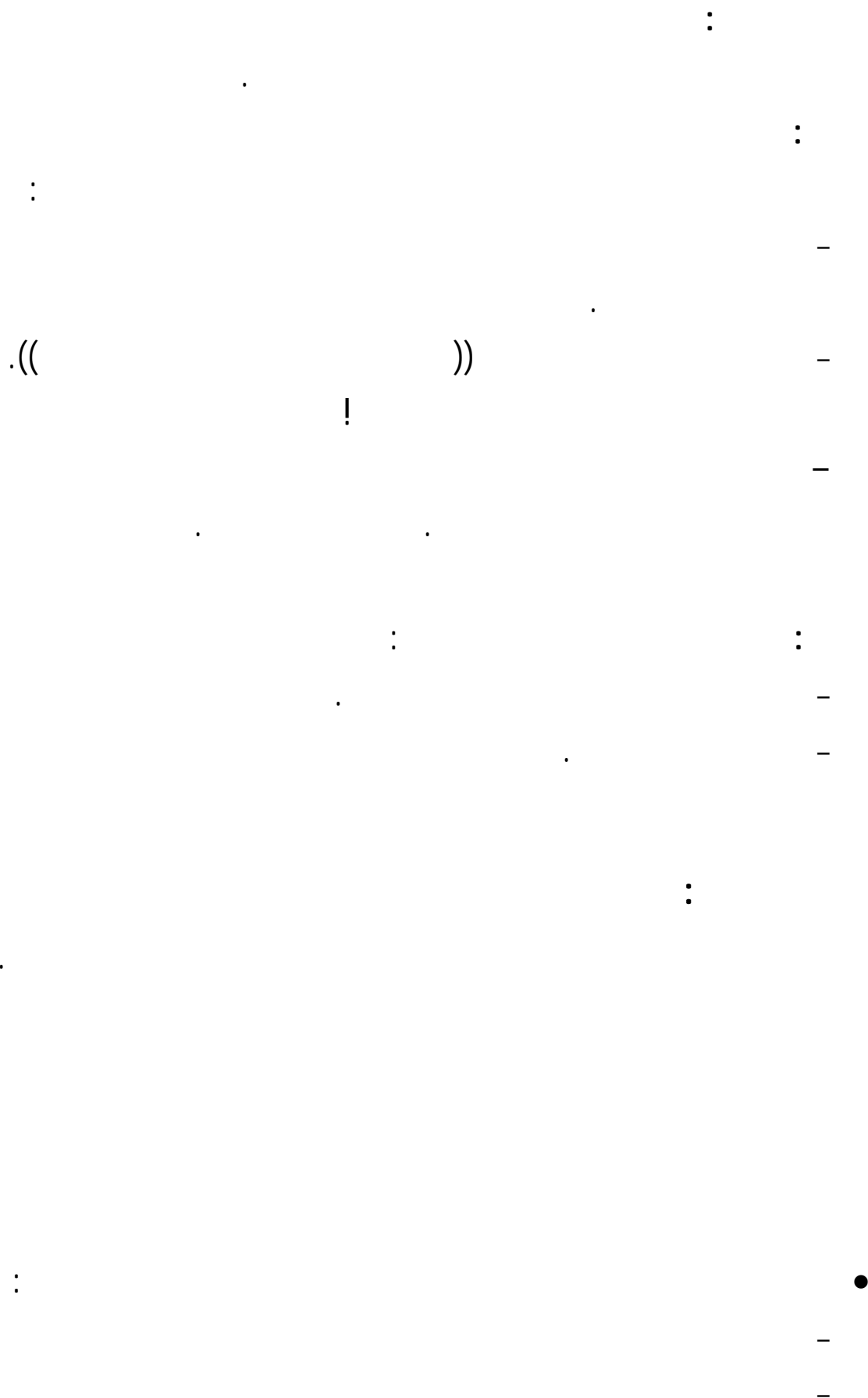
.

You watched a television program on young people's obsession with body building. Write a report outlining the issues raised in the program.

[illegible]

Speech





Article



(pun)

) . " " -
.(
-
.(

:

.

:

.

:

:

.

—

—

.

—

.

:

.

.

:

.(

). .

—

—

). .

.(

:

•

—

.

—

.

—

.

:

"The world has become a global village".

Write an article for your local newspaper in which you present your point of view regarding this statement.

| | |
|-------------------|---|
| <p>:</p> <p>:</p> | <p>:</p> <p>!</p> <p>.</p> <p>!</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>!</p> <p>!</p> |
|-------------------|---|

| | |
|--|-------------------------------|
| | <p>.</p> <p>))</p> <p>.((</p> |
|--|-------------------------------|

Formal letter

.

.

.

.

.

⋮

.

⋮

—

—

⋮

⋮

"

"

—

⋮

—

⋮

—

—

·
·

·
·

·

·
·

●

—

—

—

·

·

Write a letter to the editor of your local newspaper complaining about last week's editorial on the subject of immigration and integration.

| | |
|---|-------|
| | : |
| | (()) |
| | : |
| . | |
| . | |
| : | |
| : | |
| | (()) |
| | . |
| . | . |
| : | |
| . | |

Essay

(Exposition)

(Monologue)

(Argument)

(Discussion)



•
•

•
•

•
•

•

—

—

•

•

•

—

—

•
•

•

•

•

•
•

•
•

:

Modern technology helps reduce the pressures of life on the individual. Do you agree?

| | |
|--|--|
| | |
|--|--|

| | |
|---|--|
| : | |
|---|--|



:

:

:

—

.

—

.

—

.

:

.

.

.

.

.

.

:

"Today's societies enjoy unlimited freedom of expression".
Write an essay for your class teacher in which you discuss this statement.

© NSW Department of Education and Training 2007

Linking words and connecting expressions

:

:

(

—

—

—

—

—

—

—

:

(

—

—

—

—

—

—

—

—

—

—

—

—

—

—

—

—

—

: (

—

—

—

—

—

: (

—

—

—

—

—

—

—

—

—

—

—

: (

—

—

—

—

—

—

—

() ()

—

—

—

—

: (

—

—

—

—

—

—

—

—

—

—

—

: (

—

—

—

—

Practice questions

Write approximately 100-150 words in ARABIC.

- 1) You have just remembered that today is your mother's birthday but you have exams at school. Leave a note for your brother asking him to organise a small party for tonight.
- 2) You have been overseas for three days. Write a postcard to a friend in which you tell her/him what you have been doing and your plans for the next few days.
- 3) You remember that it is your father's birthday today. You call your sister who is shopping at the moment to ask her to buy a gift. Write the script of the conversation that takes place between you and your sister.
- 4) You receive a telephone call from your best friend asking you to help him/her in his/her assignment. Write a note to your parents, telling them why you had to leave the house suddenly.
- 5) Write a speech that you will present to your class, about the impact of media on our lives.
- 6) You return home from a picnic in the local park. You feel disgusted by the amount of rubbish that has filled the place. Write a diary entry describing your feelings regarding the issue.
- 7) Your friend has invited you to go out with him/her to the movies. Write an email to him/her in which you apologise for not accepting the invitation, giving reasons for your decision.
- 8) Your first driving lesson was a disaster. Write a recount of what happened.
- 9) You hear that your best friend has said something unpleasant about you. Write an email to inform him/her of what you have heard and ask for clarification.
- 10) Last week, you were engaged to be married. Write a letter to your friend overseas, describing your feelings and the engagement party.
- 11) You decide to follow a special diet and exercise program. Write a report, describing what you have included in your program and justifying your choices.
- 12) Your parents want you to go overseas to be married. You refuse as you have other plans. Write a diary entry reflecting upon your parents' decision and the choices you have made.
- 13) You have been asked to give a speech at your parents' wedding anniversary. Write a speech in which you reflect on what it has been like to live in such a wonderful family.
- 14) You arrive one hour late to your school on the day of your assessment task. Write the script of the conversation that takes place between you and your teacher.

- 15) You have just returned from a holiday with a group of friends. Write a recount of the trip.
- 16) You decide to go to the cinema with some of your friends to watch a movie. Something happens. Write a narrative account of the day.
- 17) Write a personal profile of yourself, specifying why you should be nominated as school captain for the year.
- 18) Your best friend's parents have just been divorced. Write a diary entry in which you reflect on the impact of divorce on the children and the family as a whole.
- 19) Your cousin has decided to come and live in Australia permanently. Write a letter to him/her familiarising him/her with the lifestyle in the new country.
- 20) Your school principal is retiring. Write a letter thanking him/her for all his/her contribution to the development of your school and support for all students.

Write approximately 300 words in ARABIC.

- 1) "Conforming to society is no longer a pressure on the individual".
Do you agree?
- 2) "People nowadays are unable to overcome the adversities in their lives".
Write an article for an Arabic newspaper in which you discuss this statement.
- 3) "As a result of globalisation, poverty around the world has decreased".
Write a speech addressed to your class in which you present your point of view regarding this statement.
- 4) "Contemporary societies stand on common grounds".
Write an essay discussing this statement.
- 6) "Family expectations increase when migrating to a new country".
Write an article to a local newspaper presenting your point of view regarding this statement.
- 7) "Acceptance of others has become a necessity in Australian society".
Do you agree?
- 8) "Moving between cultures causes more harm to the individual than good".
Write a letter to the editor of the local newspaper in which you present your point of view regarding this statement.
- 9) "Class differences do not exist in today's society".
Write an article for your school magazine in which you present your point of view.
- 10) "Women's status in Arab society has experienced great changes in the last few decades".
Do you agree?